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ABSTRACT

A supplemental reading program designed to increase basic reading vocabulary was implemented as a practicum project with first-grade students demonstrating deficiencies in reading. The students were assigned to teams (organized according to alphabetized lists of topics generated by the students) to write, illustrate, and read books cooperatively with teacher direction. A pre/post vocabulary test was used to measure the effectiveness of the program. Results indicated increased interest in reading and writing as well as increased vocabulary ability. Findings suggest that the team approach is easily adapted to any existing reading program and provides a vehicle to enhance reading and writing achievement. Five tables of data are included. Appendixes include a teacher survey, a parent survey, data indicating need for program, an observation checklist, a letter to parents, a sample team book, graphic analysis of test results, and comments from teachers and parents.
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TEAM AUTHORSHIP PROGRAM

by
KIMBERLY MICHELLE PAYNE

A Practicum Report
submitted to the Faculty of the Center for the
Advancement of Education of Nova University in partial
fulfillment of the requirements for the degree
of Master of Science

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The abstract of this report may be placed in the School Practices Information Files for Reference

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Abstract

Team Authorship Program

Payne, Kimberly M., 1989: Practicum Report, Nova University, Center for Advancement of Education Descriptors: Child Language/Cognitive Development/Early Reading/Elementary Education/Integrated Activities/ Language Acquisition/Language Experience Approach/ Literacy/Reading Instruction

A supplemental reading program designed to increase basic reading vocabulary. The high percentage of first grade students demonstrating deficiencies in reading was addressed by the initiation of a specialized team approach. The students were assigned to teams to write, illustrate and read books cooperatively with teacher direction. A pre/post vocabulary test constructed by the writer was used to measure the effectiveness of the program. The results indicated increased interest in reading and writing as well as increased vocabulary. The team approach is easily adapted to any existing reading program. It was concluded that the Team Authorship Program can provide a vehicle to enhance reading and writing achievement. Appendices include a teacher survey, a parent survey, data indicating need for program, an observation checklist, a letter to parents, a sample team book, graphic analysis of test results and comments from teachers and parents.

Authorship Statement

I hereby testify that the works and results reported in this paper are entirely my own. Any information obtained from others whether published or unpublished have been acknowledged in accordance with accepted scholarly and editorial policies. Because I respect the scholarship of other workers in the field, I hope that my own work, presented here will earn similar respect.

Signed_____

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CHAPTER I

Purpose

Background

This practicum was conducted in a public elementary school in central Florida. The community was predominately an urban one with most of the employment in blue collar service related jobs. There were 696 students in grades kindergarten through five. Forty percent of the students were white, 58 percent of the students were Black, and 2 percent were Hispanic, Vietnamese and Asian. Low socio-economic home conditions were prevalent across the population. Over 60 percent of the students were on the free or reduced lunch program.

Specific information about the group of children in the selected first grade class included:

1. Two children were repeating first grade.
2. Three children had been abused. Grandparents had custody.
3. Eight children lived with grandparents.
4. Three children lived in homes with both parents working.
5. Ten children participated in the Chapter I Reading Program and the Math Program.

The author of this program was responsible for the total reading program in this classroom. The writer was given permission to develop and implement a supplemental reading program for one first grade classroom.

Identification of Problem

Students were below grade level in reading. One of the reasons was the lack of knowledge of basic sight reading vocabulary words. This was a problem because reading is the basic foundation of all formal education. Research indicated that early success in reading enhances self esteem and enables the reader to feel comfortable and secure in the school setting.

The curriculum resource teacher identified the ABC class as deficient in reading as measured by the reading management tests. The average first grader will have mastered nine tests during the first semester. Only ten of the students in the ABC classroom had mastered nine tests. Sixty percent of the students were deficient in reading. (Appendix A:37)

As a result of teacher observations and recommendations, ten of the children from the ABC classroom were identified as deficient in language and

reading skills by their kindergarten teachers. These children were placed in the Chapter I Reading Program for the 1988-1989 school year. This was a pull-out program that provided supplemental reading instruction for children with identified reading problems. (Appendix B:38)

Five out of five first grade teachers on the ABC staff determined that measures of basic sight reading vocabulary were fair predictors of reading achievement. Five out of six first grade teachers on the XYZ staff and four out of four first grade teachers on the LMN staff expressed basic sight reading vocabulary was a fair indicator of reading achievement. Therefore, a program designed to enhance fundamental sight vocabulary would promote a better chance for reading success. (Appendix C:39)

Information was needed to determine the availability of reading and writing experiences at home. A survey was developed by the writer and sent home with each student. The results gave the writer insight about the kind of literary experiences the students brought to the classroom. (Appendix D:40)

There was sufficient evidence available from the review of the various records of the children to indicate a need for the Team Authorship Program. This program was designed to improve basic sight vocabulary through writing and reading. The results of the Reading Management System at the end of the semester indicated that 15 children in the ABC classroom were below grade level in reading. The need for a supplemental reading program to improve basic sight vocabulary was apparent.

Problem Statement

Sixty percent of the students in the ABC classroom were performing below expectations. One hundred percent of the students should be reading on grade level. Therefore, the problem this practicum addressed was to design a supplemental reading program that would eliminate the 60% discrepancy and provide additional reading experiences for 100% of the students in the ABC class.

Outcome Objectives

The primary purpose of this practicum was to develop, implement and evaluate methods to improve the basic reading vocabulary of the students in the ABC classroom. The program used easily accessible materials.

The author's intended objectives and evaluation procedures for this practicum over a ten week implementation period were:

1. After ten weeks of specialized reading activities, 90% of the first grade children participating in the Team Authorship Program were expected to increase their vocabulary by five words or more on the comprehensive pre/post test developed by the writer. (Appendix E:41)
2. After ten weeks of the Team Authorship Program, 80% of the students of the ABC classroom were to demonstrate increased participation and interest in other subject areas as measured by a teacher observation checklist. (Appendix F:42)

CHAPTER II

Research and Solution Strategy

Traditional teaching uses a transmission model of instruction. The teacher knows something the student does not know and transmits that knowledge to the student. Wells (1986) argued for a different model. He related that teachers should listen to what students say and see that other students do, too. This also means providing time for students to discuss material among themselves and to give their opinions. Teachers should assume that what the child is saying has meaning and try to find that meaning in the written and spoken form. Teachers must understand the view of the child to introduce new concepts and to evaluate their own communication when students misinterpret or fail to understand instruction. Effective communication is the heart of the instruction. Students need conversations that make them equal partners in education. Wells' program created an environment that enhanced, rather than restricted, the making of meaning.

Berliner (1984) reported that many researchers are convinced that for the early elementary grades, a high percent of practice time should be time during which

children feel successful. The percent of time young children spent in high success activities was positively related with achievement. This research supported the theory that reading and writing successfully increased interest and achievement.

In an interview with the director of the Center for the Study of Reading, Goddard (1988) reported that a new solution for improved reading involved cooperative learning groups where children work together on projects and help each other. Another activity that is not only valuable in its own right, but one that reinforces reading is more extended writing. Writing can be worked into a reading period. He described a program in central Illinois where the children are given little easy to read books. The books get the children started in reading and the parents are pleased. This inspires parents to do more reading with their children. When measured as different points in time relative to comparable children who didn't get these simple books, the children who did get them did better on an array of early reading measures. He also talked about how important it was to avoid a sense of defeatism on the part of teachers working in mobile,

low literate, ethnic minority communities. The little books were used in the program to develop a sense of pride and achievement.

Hillerich (1988, April) reported that new research has clarified that the best means for oral language development with young children is not through patterned drill, sentence repetition or other mindless uses of language. It is through the emphasis on the content of the message rather than on its form. in other words, the first step is to provide youngsters with something to talk about and the opportunity to do that talking with others. This study went on to say that although most children enter school with a wealth of language development, those who have not been read to in the preschool years enter at a disadvantage in terms of literacy. The children may be fluent in the use of conversational language and the language of television, but they are not familiar with the patterns of literary language. Small group discussions assisted literary development.

Weir and Benegar (1985) reported on a program that was very successful with a group of children that had trouble staying on task, highly distractible, and

lacked significant readiness skills. Although specific social behaviors were stressed in this program, the children learned to read from stories they composed together. This provided them with a measure of control over their reading. The sentences they constructed represented the students' emerging awareness that the written word carries meaning. As each story was dictated, the children watched as their teacher recorded it on chart paper. As the words emerged on the page, informal references were made to capitalization and punctuation, because these are the writing conventions needed most when transferring spoken language into print. Reading skills to be taught were derived from the story.No emphasis was placed on learning every word in the story. Nevertheless, numerous exposures led to an internalization of high frequency words and words that were phonetically irregular through auditory repetition and repeated visual memory opportunities.

Goodman (1986) described whole language as an approach to reading based on the premise that children learn language by using it, writing it, thinking it and reading it. Whole language integrates oral and written

language and integrates development in both learning across the curriculum. One common concern among teachers is evaluation of the whole language program. The mainstay of evaluation in whole language is observing students. Reading records, similar to informal reading inventories, are kept to check reading behaviors. Anecdotal record are extremely important when using the whole language approach. Teachers must have a lot of individualized conferences using anecdotal records as focal points.

A similar program suggested that reading and writing should be taught simultaneously. Learning to write is like learning to talk. Children observe others writing, try it out themselves, practice, experiment, take chances, and gradually learn conventional rules. This process enabled the class, regardless of experience, to understand how the written language functions as a symbol system. Mavrogenes (1986) also suggested that dictation might be taken from one table each day so that children have models from which to internalize conventionalities. All language skills improved and children learned to consider it an everyday activity. Encoding helped decoding as well as oral language, listening and questioning.

Wiseman (1984) related that reading behaviors will begin emerging very early if children are exposed to oral reading. New research has shown acceptance and recognition of early reading behavior is critical to the child's continuing progress toward literacy. Adults must focus on activities which promote natural language development and provide opportunities for young children to interact and receive feedback about their written language. The most effective way for children to learn correct directionality is to continue to experiment with writing and to observe an adult producing written language. An accepting and supporting atmosphere was deemed necessary for all successful reading programs. Models were needed for students to use as guides in their own writing process experience.

Agnew (1982) stated that children must recognize that the purpose of reading, like talking, is to communicate ideas and that the medium of print has technical features. Technical features include printed letters, words, sentences and punctuation marks which must be understood in order to determine the message. Writing the words as the children dictated established

a bond between the child's oral messages and the preservation of those messages in print. The teacher can use the child's recorded dictation to build the child's awareness of the technical features of print. This program helped the children understand both the functional and technical features of reading.

CHAPTER III

Method

Using the alphabet as an organizational tool, the students in each team (group) selected a topic and wrote a story about that topic for individual and classroom use. The first reading team dictated a list of things that began with the letter A as the teacher wrote them down on a chart. After the teacher read back the list of words, the students voted by a show of hands to determine the topic for their book. For example, anchors, animals, apples and astronauts may have been listed for the letter A. If four children voted for apples, two children voted for astronauts, one child voted for anchors and one child voted for animals, the children wrote about apples.

Each child contributed one sentence about the topic. This was a perfect time for the teacher to assist with the formal grammar used in all basal readers and in most of the trade books used in the whole language approach. For example, the student said," The apples falled from the tree." The instructor may have interjected that when one writes a book for everyone to read, it must be written in the

proper English form. " The apples fell from the tree." This gave the student experience and a reason for using the basic sight words in the acceptable everyday format. As each child dictated their thoughts, the teacher wrote the sentence on a large chart. After each child in the team had contributed one sentence, the team read the chart in unison.

On the following day, the teacher had prepared a book for each child in the team using 8 1/2 x 5 1/2 sheets of duplicating paper. There was a title page with the title already written on the paper. The words, dictated by the students the previous day, were typed or printed on the bottom of each succeeding page. The teacher assistant had access to a duplicating machine and was responsible for duplicating enough copies of the book for each child on the team and one more for the class library. The students read their books together. In the beginning, each student read the page he contributed to the team book to ensure success. On this day, the students became the illustrators. They read the words written on each page and drew a picture to help the reader understand the meaning of the words.

This activity was completed at their desks with little teacher assistance. The teacher drew a small picture clue on the big chart story that the children had made the previous day.

On the third day, the students brought their completed books to the reading group to share in unison or individually. The teacher selected one student to make an extra book for the class to keep in the class library. The students were allowed to take their books home to read to their families and to keep in their very own library at home. (Appendix G:43)

To keep the program from overwhelming the classroom teacher, the reading teams worked on different phases of production each day.

Table 1

Schedule for Team Authorship Program

	Team 1	Team 2	Team 3
M	Writing		
T	Illustrating	Writing	
W	Reading	Illustrating	Writing
T	Writing	Reading	Illustrating
F	Illustrating	Writing	Reading

During the program, the teacher observed the interest of the students as they read and illustrated their books.

QUESTIONS TO BE ASKED:

1. Are any students writing books during their free time with letters not used in their reading teams?
2. Are any students reading other team books from the shelves of the class library?
3. Are students reading the stories from the team charts?
4. When reading the stories from the team charts, are the students discovering that some words are used many times?

For the mid-course evaluation, the teacher administered the same basic list of sight words used for the pre test and post test to determine any new mastery. The teacher observation / participation checklist was also used to measure any increase in other reading and writing activities.

(Appendix F:42)

Data Collection	Data Collection Procedures	Date
Assessment Instrument		
Reading Management Assessment Tests	1. Select a target group to be assessed.	February
T.A.P. Pre/Post	2. Administer the test according to directions.	March
Participation/ Observation Checklist	3. Record weekly observations on checklist.	March/ May
T.A.P. Mid-Test	4. Administer the test according to directions and adjust program.	April
T.A.P. Posttest	5. Administer the test according to directions and analyze results.	May
Participation Survey	6. Tabulate data from other teachers and analyze results.	May

OUTLINE FOR TEAM AUTHORSHIP PROGRAM

	M	T	W	T	F
Week 1	PRETEST	A	B	C	D
Week 2	E	F	G	H	I
Week 3	J	K	L	M	*
Week 4	N	O	P	Q	R
Week 5	S	T	U	V	W
Week 6	X	Y	Z	MIDTEST	Who
Week 7	What	When	Where	Why	How
Week 8	Sh	Th	Wh	Ch	Sl
Week 9	Cl	Fl	Bl	Fr	Br
Week 10	Dr	Cr	St	Sn	POSTTEST

The letters indicate the sound/digraph/blend that the team used each day. The words indicate that there was a need for a book to be written using these words. The program was adapted to supplement the basal reader.

Week One

March 6 - March 10 was the introductory week. The writer of the practicum explained to the students how they would be involved in a special reading experience, the Team Authorship Program, to improve their reading comprehension and vocabulary. A letter was sent home to inform the parents of the supplemental reading and writing program. (Appendix H:44) The pre-test was administered Monday of this week. (Appendix E:41) The number of basic sight vocabulary words each child knew was recorded for future comparison. The children were assigned to small groups. The teams wrote about apples, balloons, cats and doctors. Every team completed a book to take home by Friday. They were very excited about their very own books.

Week Two

During the week of March 13 - March 17, the teams continued to write, illustrate and read their books. With the reassurance that all ideas would be accepted, the students were eager to participate. Some anxiety was expressed with regard to the book illustrations. The teacher continued to give simple picture clues at the end of each sentence on the story chart for the

students to copy. The students wrote about eggs, fish, gum, hats and ice cream.

Week Three

The writing, illustrating and reading continued on a daily basis during the week of March 20 - March 23. Every child participated regardless of reading ability. The topics selected this week were jets, kites, lions and monkeys. It was interesting to note that one child wrote his own book about money during writing process time that afternoon because his topic, money, was not selected that morning.

Week Four

The week of April 10 - April 14 included the topics of nests, ovals, pirates, queens and rabbits. The days away from school for spring holidays had not dampened their spirits for the program. As the children gained confidence and security, they began to correct the grammar of other students as they contributed their sentences. This was a difficult time for the writer of the practicum. Pleased that they were beginning to recognize the acceptable literary form, the writer was fearful that this would discourage participation in the

project. The teams reviewed the need for good manners. The instructor reminded them that this was a team project and everyone's ideas were important. So the instructor introduced a model statement, "That was a good idea, but there is another way to say the same thing.", for them to use. Careful control was needed to keep the teams together. Social skills were practiced daily as they planned and wrote their books. Their ability to plan and work cooperatively increased along with their knowledge of reading and writing.

Week Five

The students continued to write, illustrate and read during the week of April 17 - April 21. This week the students decided that they would like to illustrate the pictures on the chart. The child that read the sentence back to the team would get to draw the picture. Each team member had a chance to draw a picture clue. The topics that week were sundaes, turtles, umbrellas, valentines and watches. The class had made their own ice cream sundaes in the classroom on the previous Friday as a reward for excellent behavior. Many of the topics selected had been discussed in reading groups and other subject areas.

Week Six

April 24 - April 28 was an exciting week. The children began using the names of their classmates in the stories. The children thought this was wonderful. The topics covered that week were x-rays, yogurt, zebras and the question word, who. The children took the vocabulary word mid-test on Thursday. Although the mastery of sight words was not significant, there was a high interest level in reading. The students appeared to be more comfortable and on task during the writing process time as well as the Team Authorship Program. The students knew that it was acceptable to write about anything. The team approach appeared to be working. It gave the reticent child the courage and assurance needed to participate. Their participation had been successful and they were eager to read and write more.

Week Seven

During the week of May 1 - May 5, the students used question words. The students wrote, illustrated and read stories using the question words: what, when, where, why and how. Many of the team members wrote a Why and a When book during their free time even though it was not their team word. The question words were

very important to the students. They enjoyed the question and answer format. The internalization of the question words was visually apparent as they wrote the words in sentences that they composed. As each team used different question words for their books, it seemed easier for the the children to differentiate between the spelling, pronunciation and meaning of these words. At outdoor free play you could hear them say, "We did the Who book!" Another team member would reply, "Well, we did the Why book!" And they would go on to recite sentences from their books and to compose additional questions and answers in lively conversation.

Week Eight

The week of May 8 - May 12 was spent on writing about words that begin with digraphs and blends. This was a review of some phonics rules they had talked about in the basal reading circles. They wrote about shoes, Thanksgiving, whistles, cheese and sleds. As most of the children are native born Floridians, the book about sleds was very informative. The sentences kept getting longer and longer with their increased vocabulary and confidence. The illustrations were better than ever. The children were proud of their

finished products. At this point, the students were very confident and secure in their ability to write, illustrate and read a story. The writer of the practicum made arrangements for each child to share at least one book with a kindergarten class.

Week Nine

During the week of May 15 - May 19, the students continued to write, illustrate and read their books. Proceeding with a review of blends, the children wrote about clocks, flowers, blankets, frogs and bread. The students really enjoyed The Blanket story. In fact, the authors that wrote the story wanted to share it with the class during afternoon Story Time.

Week Ten

The final week, May 22 - May 26, was a continuation of blends that the children needed to review. They chose to write about dresses, crayons, sticks and snow. The children maintained a high interest in the Team Authorship Program. They enjoyed the time to share and interact with the instructor and each other. It was exciting to observe them reading the chart stories the writer of the practicum had posted around the room. The smile on their faces as a

classmate read their team book with interest was thrilling for their instructor. The vocabulary post-test was administered on Friday.

Writer's Observations

The interest level in Team Authorship Program was high. Peer acceptance and encouragement proved to be a strong motivational factor. The self-confidence of each student was strengthened. It was necessary for the students to use their imagination and develop a story from their personal experiences. New words were introduced naturally as they gathered information to write each book. The teacher was able to carefully guide the students into using formal patterns of literary language. The words were internalized by the students as they developed each story. The team approach enabled the children to work together without competition to achieve a common goal.

The extra time involved with the program will be one objection to the team approach. The teacher must be responsible for preparing the team books in order that they will have a published appearance. This is time consuming. However, the author feels that this program is beneficial to the student. The time expended does

result in increased interest and vocabulary as well as enhanced self-confidence.

Another objection will be the amount of paper used in this project. The author believes that the finished product is a source of pride to the students and to the parents. The creative time spent on this program eliminated the use of other paperwork. The team books provided the students with meaningful reading materials to use at home.

Other educators may say that the children are not really reading the team books, but merely memorizing the text. As the author presumes that memorizing may be a method of learning literary patterns, this objection would be an asset and an essential component of the reading process.

CHAPTER V

Results

During the ten week implementation period, the author successfully completed the outcome objectives. Information gathered for this practicum was utilized to develop, implement and evaluate methods to improve the reading vocabulary for each student participating in the Team Authorship Program. Tests and observation checklists were compared to evaluate the program.

Students in the ABC classroom participated in a ten week specialized program supervised and monitored by the writer to improve basic sight vocabulary. A parent survey was sent home to determine some of the reading experiences the students brought to the classroom. A pre-test was given to each student to determine what vocabulary words were easily recognized. A teacher observation checklist was kept to document interest and participation. A post test was given to each student to evaluate the results. The writer was responsible for supervising, timing, and evaluating all class activities. The research revealed the following:

1. Only ten parent surveys were returned to the writer. This implied either disinterest in the reading program administered to the student or the inability to read and respond to the questions by the parents not returning the survey. The author chose to assume the latter. Most of the surveys returned were from parents with children reading on grade level.

Table 2

Results of Parent Survey

	Yes	No
1. Do you get a newspaper everyday?	5	5
2. Do you have a public library card?	6	4
3. Do you go to the library once a week?	6	4
4. Do you read to your child every night?	7	3
5. Do you have books at home?	10	-
6. Does your child read to you every night?	7	3
7. Does your child write stories?	6	4
8. Does your child retell stories?	7	3
9. Does you child write letters to anyone?	6	4
10. Do you think reading is important?	10	—

Please share any additional comments that you think important.

Antonio is a slow reader & like for a opportunist to [illegible] see if he can improve Reading

Louis [illegible]

* When sending greeting cards Jared will write a short note and sometimes draw a picture inside the card.

2. In the ABC classroom, 24 of the 25 children increased their scores on the Team Authorship Post Test developed by the writer. There was an increase in vocabulary for 98 percent of the students. Although there appears to be no increase for one student, he did master many of the words in the preprimer. This was a major accomplishment for this child. Another child with mastery of only four words was absent for 20 days during the program.

Table 3

Team Authorship Program Test Results

Students	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
Words																									
why	x	x	o	x	o	o		x	x	x	o	o		x	o		x	x	x		x	x	o	x	o
when	x	x	o	x	o			x	x	o	o	o		o	o		x	x	x	o	x	o	x	x	o
who	x	x	o	x	o	o		x	x	x	o	o	x	x	o		x	x	x	o	o	o	x	x	o
what	x	o	o	x	o	o		x	x	o		x	o	o	o		x	x	x	o	x	o	x	x	o
there	x	o	o	x	o			x	x	o	o	o		o	o		o		x	o	o	o	o	x	
how	!	x	x	!	!			o	o	x	x	o	x	x					x	x	x	!	x	o	x	o
then	x	o	x	x	x	x		x	o	o	o	o	o	x	o				x	x	o	x	o	o	x	
there	o	o		o					o	o	o	o		o	o				o		x	o	x	o	o	
thought	o	o		o					o	o	o	o	o						x	o	o		o		o	
were	o	x	x	o	x	o		!	!	!			o	!					o	x	x	!	x	!	x	
this	x	x	x	x	x	x		x	x	x	!	x	x	x	x		x	x	x	x		x	x	x	x	
want	!	x	o	x	x	!	o	!	!	x	!	x		o					x	!	x	x	o	x	x	x
here	o	!		o	x			x	x	x	o	x	x	x	x		x	x	x	x	x	!	x	x	x	!
that	o	x	o	x	o	!		!	x	!	o	!	!	x	x				x	x	x	!	x	x	x	o
went	x	x	x	x	x	x		x	x	x	x	!	o	!	!				!	x	x	x	!	!	o	x	!
which	o	o							o	o	o				o				o	o	o	o		o	o	o
those	o	x	x	!	x			o	o	o	o	o	o						o		o	o			o	
could	x	o			o			x	o	x				x	o				x	o	x	o	x	o		x
come	x	x	x	x	x	x	o	x	x	x		!	x	x	x				x	x	x	x	x	x	x	x
with	x	!	!	o	!	x		x	x	x	!	!	x	x	x				x	x	!	x	!	x	x	o
said	x	x	o	x	x	o		x	x	x	o	x	o	x	o				x	o	x	x	o	x	x	o
most		o		o	o	o		x	x	x	o	o		o	o				o	o	x	x	o	x	o	x
would	x	o	x	x	o	o		x	o	x	o	o		x	o				x	o	x	x	o	o	o	x
now	x	x	x	!	x	o	!	x	x	x		x	x	o	x				!	!	x	x	!	x	o	x
those	o	o	o	o	x			o	o	o	o	o		o					o	o	x	o		o	o	o

x - Words recognized on the Pre-Test
! - Words recognized on the Mid - Course Evaluation
o - Words recognized on the Post- Test

3. After ten weeks of the team authorship program, 92 percent of the first grade children in the ABC classroom increased their vocabulary by five words or more on the Team Authorship Post Test developed by the writer. An increase of ten words or more was accomplished by 56 percent of the children in the ABC classroom.

Table 4

A Comparison of Individual Scores on the Vocabulary Tests of the Team Authorship Program

Student	Pre *	Post *	# of words increased
A	15	24	9
B	13	25	12
C	10	20	10
D	13	23	10
E	12	23	12
F	5	15	10
G	0	1	1
H	16	24	8
I	15	15	10
J	11	25	11
K	1	20	19
L	7	22	15
M	7	13	6
N	11	22	11
O	6	19	13
P	0	25	25
Q	16	25	9
R	13	23	10
S	21	24	3
T	12	22	10
U	8	20	12
V	12	25	13
W	10	20	10
X	20	25	5

* Pre - Pre-test administered to determine known vocabulary.
Post - Post-test administered to measure any increase in vocabulary.

4. The teacher observation checklist indicated increased participation and interest in other subject areas for 100 percent of the students. Self-confidence was augmented as the students felt comfortable with the reading materials they had produced. The success achieved in the Team Authorship Program was reflected in many areas.

Table 5

Teacher Observation Results

A check indicates student not willing to participate in an activity.

Names	1	2	3	4	5	6	7	8	9	10
A	✓									
B	✓	✓	✓	✓		✓	✓	✓		
C	✓	✓	✓	✓	✓	✓	✓			
D	✓	✓		✓			✓			
E	✓	✓	✓	✓	✓					
F	✓	✓	✓	✓	✓	✓	✓	✓		
G	✓	✓	✓	✓	✓	✓	✓	✓	✓	
H	✓	✓	✓		✓					
I	✓	✓	✓	✓	✓	✓				
J	✓	✓	✓	✓		✓	✓			
K	✓	✓	✓	✓	✓	✓	✓	✓	✓	
L	✓	✓	✓		✓	✓		✓		
M	✓	✓	✓	✓		✓		✓		
N	✓	✓	✓		✓		✓			
O	✓	✓	✓	✓	✓	✓		✓		
P	✓	✓	✓	✓	✓	✓	✓			
Q	✓	✓		✓						
R	✓	✓	✓	✓	✓		✓	✓		
S	✓	✓	✓							
T	✓	✓	✓	✓		✓	✓			
U	✓	✓		✓	✓	✓	✓	✓	✓	
V	✓	✓		✓		✓		✓		
W	✓	✓	✓	✓	✓	✓	✓			
X		✓								
Y	✓		✓		✓					

5. Chapter 1 reading teachers and assistants working directly with the children from the ABC classroom responded with favorable comments about the Team Authorship program. (Appendix I:45)

6. Parents responded with positive comments about the Team Authorship Program. (Appendix J:46)

CHAPTER V

Recommendations

The author believes the implementation of a Team Authorship Program at the elementary school level is extremely beneficial to the students at the practicum school site. The program creates a positive accepting atmosphere, provides inexpensive reading material for parents and children, and provides teachers with a tool to relate to students regardless of their reading level. The author found the program to have a favorable effect on students' attitudes and interest in school, thus allowing more academic success. However, it should be noted that this improvement takes place very slowly as the program is initiated.

After having evaluated the vocabulary tests, observation checklists and program surveys, the author feels very positive about the design and method of implementation used at the practicum classroom and encourages others to implement a similar program. A comparison of the tests at the end of the ten week period revealed substantial improvement. Students were able to identify most of the vocabulary words. It is recommended that each instructor design the program

outline to fit the particular needs of the students involved in the program. The Team Authorship Program easily adapts to any reading or writing skill.

The survey results have been shared with the faculty and administration at the practicum school site. They were invited to look at the chart stories and the team-made books. Every student shared by reading aloud one or more books with another class in the ABC school. The author plans to make a presentation regarding the program at a county workshop.

This project will be shared with the administration of the ABC school and the other first grade teachers. This group of people will be invited to look at the chart stories and the team-made books. The students will share their books with other classes in the ABC school.

Although improved reading vocabulary was the main goal of this practicum, this supplemental reading program is not intended to be conclusive. It is an integrative process to assist teachers toward the development and implementation of future programs designed to enhance effective education for every child.

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APPENDICES

APPENDIX A

LETTER INDICATING DEFICIENT READERS

Dear Miss Payne .

This is to inform you that the school expects every first grade student to have completed and mastered 10 reading management tests by the end of the first semester.

Room 42

10 of your students are performing at expectations.

15 of your students are performing below expectations.

Please let me know if I can be of any assistance.

Curriculum Resource Teacher

APPENDIX B

CHAPTER I READING SCHEDULE FOR ROOM 42

Chapter I Reading Schedule for Room 42

Monday:	**9:45 - 10:45**	**4 students**
	12:10 - 12:40	**8 students**
Tuesday:	**Students do not attend.**	
Wednesday:	**9:45 - 10:15**	**4 students**
	12:10 - 12:40	**8 students**
Thursday:	**9:45 - 10:15**	**4 students**
	12:10 - 12:40	**8 students**
Friday:	**9:45 - 10:15**	**4 students**
	12:10 - 12:40	**8 students**

APPENDIX C

TEACHER SURVEY

TEACHER SURVEY

Do you think measures of basic sight vocabulary are fair predictors of reading achievement?

	Yes	No
School ABC		
1-1	✓	
1-2	✓	
1-3	✓	
1-4	✓	
1-5	✓	
School XYZ		
1-1	✓	
1-2	✓	
1-3	✓	
1-4	✓	
1-5		✓
1-6	✓	
School LMN		
1-1	✓	
1-2	✓	
1-3	✓	
1-4	✓	

APPENDIX D

PARENT SURVEY

PARENT SURVEY

Dear Parents ,

I am working on my Master's Degree in Educational Leadership. For my final practicum, I have selected a project on the importance of reading. I am asking you to help me by answering the following questions. Please return this paper to me by your child. Thank you for your assistance.

	Yes	No
1. Do you get a newspaper everyday?	____	____
2. Do you have a public library card?	____	____
3. Do you go to the library once a week?	____	____
4. Do you read to your child every night?	____	____
5. Do you have books at home?	____	____
6. Does your child read to you every night?	____	____
7. Does your child write stories?	____	____
8. Does your child retell stories?	____	____
9. Does you child write letters to anyone?	____	____
10. Do you think reading is important?	____	____

Please share any additional comments that you think important.

APPENDIX E

VOCABULARY PRE-TEST / POST-TEST

PRETEST/POSTTEST

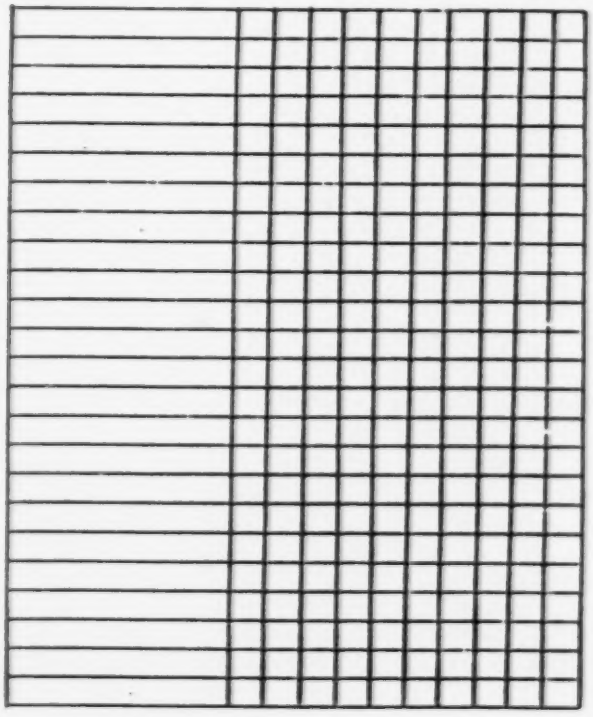
BASIC SIGHT WORDS - T.A.P.

1. why
2. when
3. who
4. what
5. where
6. how
7. then
8. there
9. thought
10. were
11. this
12. want
13. here
14. that
15. went
16. which
17. these
18. could
19. come
20. with
21. said
22. most
23. those
24. that
25. now

APPENDIX F

TEACHER OBSERVATION CHECKLIST

A check indicates student not willing to participate in an activity:



APPENDIX G

SAMPLE TEAM BOOK

1

2

Kites can fly.

1

3

Kites [illegible] gently

1

4

1

Kites come in all different shapes

1

5

Kites can carry notes

1

6

Kites can have pictures on them

1

7

Kites can have ribbons on them

1

8

A kite can get caught in a tree

APPENDIX H

LETTER TO PARENTS EXPLAINING THE READING PROGRAM

Dear Parents,

Our class has been selected to participate in the Team Authorship Program. This is a supplemental reading and writing activity designed to increase reading vocabulary.

Your child will be bringing home several completed team reading books. Please take time to listen to your child read aloud the book brought home every third day. Find a special shelf or corner where the books may be kept, so that they can be read over and over again. Remember the more you read, the better you read!

These books will be very special. Encourage your child to read to you each evening.

Thank you for your help. I feel very fortunate to have such wonderful children and parents.

Sincerely,

APPENDIX I

COMMENTS FROM TEACHERS

The children from Miss Payne's room are really turned on to reading. They are excited and ready to read when they come to Chapter I. The CTBS scores in reading showed improvement over other first grade classes. They loved sharing their books with us.

These student display excellent alertness, attentiveness, and genuine joy for reading. They were so shy and unsure of themselves at the beginning of the year. The Team approach has given them the assurance they need to be better readers.

WE ENJOY MISS PAYNE'S KIDS. THEY COME TO CHAPTER I TEACHING US HOW TO READ. SOME OF THEM HAVE SUCH A HARD TIME LEARNING TO READ, BUT THEY SURE DO HAVE THE DESIRE.

APPENDIX J

COMMENTS FROM PARENTS

Dear Miss Payne,

I just wanted to let you know how much Kinsey enjoys reading her Title I books to Grayson. We have a special area for her to read her very own books, too. She has a shelf in the family room for just her books.

Thank you for making this year so wonderful for her.

Dears Miss Payne:

Mys Lakesha loves the new reading program. She reads those stories all the time. Is can't get her to stop talking about reading.

Thank you!